



June 2008

DEPARTMENT OF EDUCATION
2007–2008 School Year Reports

Dear School Board Members and School Personnel:

The Maine Educational Assessment (MEA) is the State's measure of student progress in achieving the State standards known as *Learning Results*, adopted by the Maine Legislature in 1997. These *Learning Results* established goals for what all students should know and be able to do at certain times in their school careers and are the basis for Grade Level/Span Expectations, which describe the assessment standards for each grade. The MEA is administered to students in all grades 3 through 8 to meet state assessment requirements and the requirements of the federal *No Child Left Behind Act*.

The 2007-2008 MEA summary reports contain the results of student achievement in reading and mathematics at all grades, science and technology at grades 4 and 8, and writing at grade 5 based on achievement standards set in 2006 and disaggregated by student and school characteristics. This report, together with MEA individual student and subject-specific class analysis reports, provides support for use in program evaluation and planning.

MEA results reflect scores based on test questions that are taken in common by the approximately 15,000 students in each grade level. Students' scores in each content area are based on answers to a combination of multiple-choice questions and questions that require students to construct an answer. The grade 5 writing reports provide information on a student's ability to respond to a prompt measuring narrative writing. More information about the design of the MEA is available at www.maine.gov/education/mea/index.htm.

I look forward to working with you in support of our continued efforts to improve the quality and effectiveness of the instructional opportunities designed to help all students achieve the high standards of the *Learning Results* and demonstrate that achievement through performance on the Maine Educational Assessment.

Sincerely,

Susan A. Gendron
Commissioner of Education



School Report Grade 8

Test Date: March 2008
Code: 11591411
SAU: Surry School Department
School: Surry Elementary School

Contents of the Report

The report is divided into two main sections including a section describing the students tested and a separate section for the results in each content area.

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SUMMARY OF SCORES

Test Date: March 2008

Grade: 8

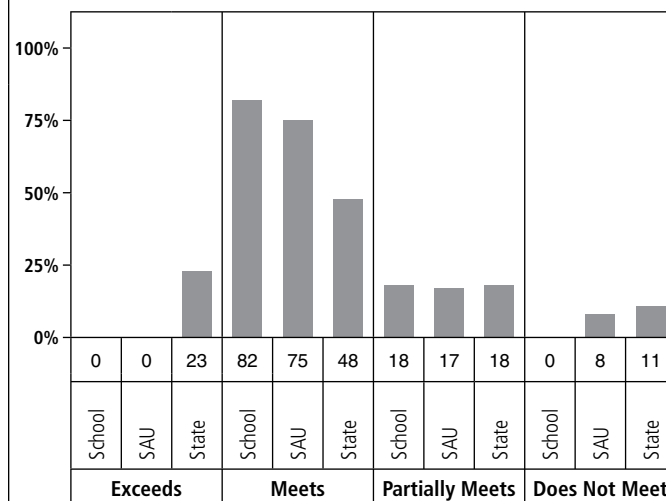
SAU: Surry School Department

School: Surry Elementary School

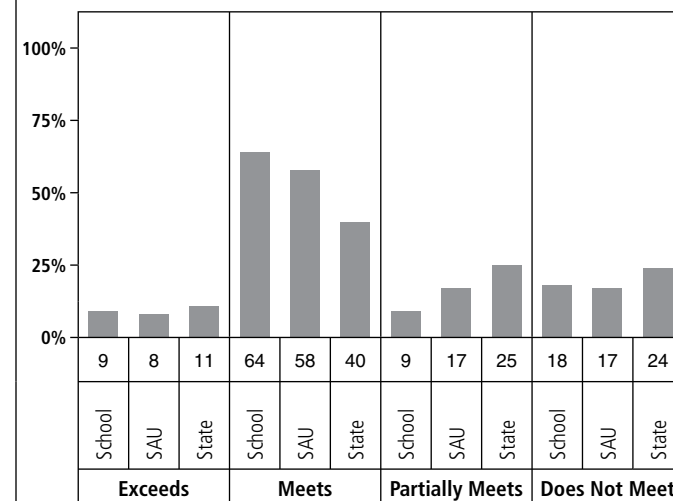
Summary of School, SAU, and State Scores

| Year | Average Scaled Score | | |
|---------------------------------|----------------------|------------|------------|
| | School | SAU | State |
| ELA – Reading | | | |
| 2005–2006 | 836 | 836 | 845 |
| 2006–2007 | 848 | 848 | 847 |
| 2007–2008 | 847 | 846 | 849 |
| Cum. Avg. * | 845 | 844 | 847 |
| Mathematics | | | |
| 2005–2006 | 843 | 843 | 840 |
| 2006–2007 | 845 | 845 | 842 |
| 2007–2008 | 844 | 843 | 841 |
| Cum. Avg. * | 844 | 844 | 841 |
| Science & Technology | | | |
| 2005–2006 | 843 | 843 | 846 |
| 2006–2007 | 853 | 853 | 847 |
| 2007–2008 | 844 | 844 | 847 |
| Cum. Avg. * | 848 | 848 | 847 |

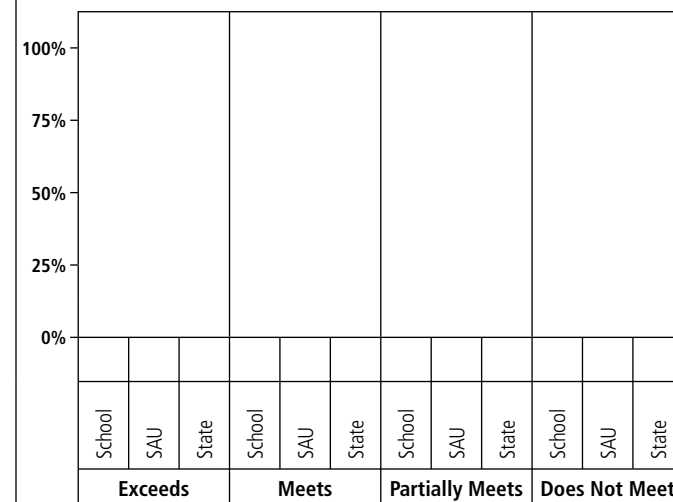
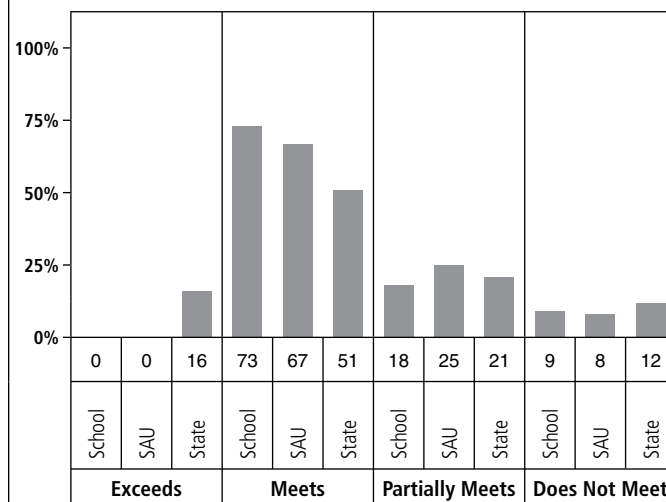
ELA – READING



MATHEMATICS



SCIENCE AND TECHNOLOGY



*Cumulative averages are weighted, i.e., the scaled scores are averaged proportionally based on the numbers of students in each year.

ELA–READING RESULTS

Test Date: March 2008
Grade: 8
SAU: Surry School Department
School: Surry Elementary School

| ACHIEVEMENT LEVEL DEFINITIONS | | STUDENTS AT EACH ACHIEVEMENT LEVEL | | | | | |
|--|------------------|------------------------------------|-----------|----------|-----------|-------------|-----------|
| | | School | | SAU | | State | |
| | | N | % | N | % | N | % |
| Exceeds the Standards – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing in-depth inferences, analyzing texts for subtle clues, synthesizing information across texts, and using his/her knowledge of text features and literary devices to make deeper connections within or across texts to increase comprehension. (scaled score 861–880) | 2005-2006 | 0 | 0 | 0 | 0 | 2695 | 17 |
| | 2006-2007 | 2 | 13 | 2 | 13 | 2407 | 16 |
| | 2007-2008 | 0 | 0 | 0 | 0 | 3428 | 23 |
| | Cum. Total* | 2 | 6 | 2 | 5 | 8530 | 18 |
| Meets the Standards – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing inferences, summarizing main ideas and providing supporting details, connecting ideas within and across texts, and using his/her knowledge of text features and literary devices to increase comprehension. (scaled score 841–860) | 2005-2006 | 3 | 33 | 3 | 33 | 6830 | 42 |
| | 2006-2007 | 8 | 50 | 8 | 50 | 7494 | 49 |
| | 2007-2008 | 9 | 82 | 9 | 75 | 7179 | 48 |
| | Cum. Total* | 20 | 56 | 20 | 54 | 21503 | 46 |
| Partially Meets the Standards – The student’s work demonstrates an inconsistent ability to read and interpret literary and informational texts appropriate for the grade level. The student’s ability to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, and use his/her knowledge of text features and literary devices varies depending on the texts. (scaled score 829–840) | 2005-2006 | 4 | 44 | 4 | 44 | 3741 | 23 |
| | 2006-2007 | 5 | 31 | 5 | 31 | 3628 | 24 |
| | 2007-2008 | 2 | 18 | 2 | 17 | 2706 | 18 |
| | Cum. Total* | 11 | 31 | 11 | 30 | 10075 | 22 |
| Does Not Meet the Standards – The student’s work demonstrates a limited ability to read and interpret literary and informational texts appropriate for the grade level. The student’s responses are often vague or incorrect leaving the impression that the student found it difficult to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, or use his/her knowledge of text features and literary devices to support comprehension. (scaled score 800–828) | 2005-2006 | 2 | 22 | 2 | 22 | 3003 | 18 |
| | 2006-2007 | 1 | 6 | 1 | 6 | 1810 | 12 |
| | 2007-2008 | 0 | 0 | 1 | 8 | 1611 | 11 |
| | Cum. Total* | 3 | 8 | 4 | 11 | 6424 | 14 |

| Learning Results Content Standard Cluster | Number of Points Possible | | Average Points Attained (Number and Percent) | | | | | |
|--|---------------------------------|------------|--|------|------|------|-------|------|
| | | | School | | SAU | | State | |
| | N | % | N | % | N | % | N | % |
| Total Reading Cluster | 56 | 100 | 36.4 | 65.0 | 35.0 | 62.5 | 36.9 | 65.9 |
| Literary Text | 28 | 50 | 18.5 | 66.1 | 17.8 | 63.6 | 18.3 | 65.4 |
| Informational Text | 28 | 50 | 17.8 | 63.6 | 17.3 | 61.8 | 18.6 | 66.4 |

The Maine *Learning Results* reading cluster includes Content Standards A (Process of Reading), B (Literature and Culture), and D (Informational Texts). The MEA assesses students’ reading skills based on questions related to two types of reading passages: literary and informational. Passages include both long and short texts, selected from developmentally appropriate works. Items on the MEA measure Grade Level Expectations, based on Maine’s 1997 *Learning Results*, which can be found at <http://www.maine.gov/education/lsalt/gles.htm>.

ELA-READING RESULTS

(CONTINUED)

Test Date: March 2008
 Grade: 8
 SAU: Surry School Department
 School: Surry Elementary School

| REPORTING CATEGORIES | School | | | | | | | | | | SAU | | | | | | State | | | | | |
|-----------------------------------|--------|---|---|---|-----|---|----|---|---|-------------------|--------|---|-----|----|----|-------------------|--------|----|----|----|----|-------------------|
| | Tested | E | | M | | P | | D | | Mean Scaled Score | Tested | E | M | P | D | Mean Scaled Score | Tested | E | M | P | D | Mean Scaled Score |
| | N | N | % | N | % | N | % | N | % | | N | % | % | % | % | | N | % | % | % | % | |
| All Students | 11 | 0 | 0 | 9 | 82 | 2 | 18 | 0 | 0 | 847 | 12 | 0 | 75 | 17 | 8 | 846 | 14924 | 23 | 48 | 18 | 11 | 849 |
| Ethnicity | | | | | | | | | | | | | | | | | | | | | | |
| African American/Black | 0 | | | | | | | | | | 0 | | | | | | 348 | 11 | 38 | 22 | 29 | 840 |
| American Indian or Native Alaskan | 0 | | | | | | | | | | 0 | | | | | | 117 | 9 | 43 | 29 | 19 | 842 |
| Asian or Pacific Islander | 0 | | | | | | | | | | 0 | | | | | | 179 | 32 | 39 | 18 | 11 | 852 |
| Hispanic | 0 | | | | | | | | | | 0 | | | | | | 131 | 18 | 38 | 27 | 17 | 846 |
| Caucasian/White | 11 | 0 | 0 | 9 | 82 | 2 | 18 | 0 | 0 | 847 | 12 | 0 | 75 | 17 | 8 | 846 | 14149 | 23 | 49 | 18 | 10 | 850 |
| Not Reported | 0 | | | | | | | | | | 0 | | | | | | 0 | | | | | |
| Identified disability | | | | | | | | | | | | | | | | | | | | | | |
| Yes | 2 | | | | | | | | | | 3 | | | | | | 2269 | 3 | 24 | 32 | 42 | 833 |
| No | 9 | 0 | 0 | 9 | 100 | 0 | 0 | 0 | 0 | 851 | 9 | 0 | 100 | 0 | 0 | 851 | 12655 | 27 | 52 | 16 | 5 | 852 |
| Current LEP | | | | | | | | | | | | | | | | | | | | | | |
| Yes | 0 | | | | | | | | | | 0 | | | | | | 308 | 8 | 30 | 27 | 34 | 837 |
| No | 11 | 0 | 0 | 9 | 82 | 2 | 18 | 0 | 0 | 847 | 12 | 0 | 75 | 17 | 8 | 846 | 14616 | 23 | 48 | 18 | 10 | 850 |
| Economically disadvantaged | | | | | | | | | | | | | | | | | | | | | | |
| Yes | 5 | 0 | 0 | 4 | 80 | 1 | 20 | 0 | 0 | 844 | 6 | 0 | 67 | 17 | 17 | 840 | 5222 | 12 | 44 | 25 | 19 | 843 |
| No | 6 | 0 | 0 | 5 | 83 | 1 | 17 | 0 | 0 | 851 | 6 | 0 | 83 | 17 | 0 | 851 | 9702 | 29 | 50 | 14 | 7 | 853 |
| Migrant | | | | | | | | | | | | | | | | | | | | | | |
| Yes | 0 | | | | | | | | | | 0 | | | | | | 7 | 0 | 86 | 0 | 14 | 850 |
| No | 11 | 0 | 0 | 9 | 82 | 2 | 18 | 0 | 0 | 847 | 12 | 0 | 75 | 17 | 8 | 846 | 14917 | 23 | 48 | 18 | 11 | 849 |
| Gender | | | | | | | | | | | | | | | | | | | | | | |
| Female | 6 | 0 | 0 | 5 | 83 | 1 | 17 | 0 | 0 | 850 | 6 | 0 | 83 | 17 | 0 | 850 | 7198 | 30 | 48 | 15 | 7 | 853 |
| Male | 5 | 0 | 0 | 4 | 80 | 1 | 20 | 0 | 0 | 844 | 6 | 0 | 67 | 17 | 17 | 841 | 7726 | 17 | 49 | 21 | 14 | 847 |
| Not Reported | 0 | | | | | | | | | | 0 | | | | | | 0 | | | | | |
| Title 1A targeted program | | | | | | | | | | | | | | | | | | | | | | |
| Yes | 1 | | | | | | | | | | 1 | | | | | | 807 | 9 | 41 | 32 | 18 | 842 |
| No | 10 | 0 | 0 | 9 | 90 | 1 | 10 | 0 | 0 | 849 | 11 | 0 | 82 | 9 | 9 | 847 | 14117 | 24 | 49 | 17 | 10 | 850 |
| Gifted/talented program | | | | | | | | | | | | | | | | | | | | | | |
| Yes | 0 | | | | | | | | | | 0 | | | | | | 592 | 71 | 28 | 1 | 0 | 867 |
| No | 11 | 0 | 0 | 9 | 82 | 2 | 18 | 0 | 0 | 847 | 12 | 0 | 75 | 17 | 8 | 846 | 14332 | 21 | 49 | 19 | 11 | 849 |

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

MATHEMATICS RESULTS

Test Date: March 2008
Grade: 8
SAU: Surry School Department
School: Surry Elementary School

| ACHIEVEMENT LEVEL DEFINITIONS | | STUDENTS AT EACH ACHIEVEMENT LEVEL | | | | | |
|---|------------------|------------------------------------|-----------|----------|-----------|-------------|-----------|
| | | School | | SAU | | State | |
| | | N | % | N | % | N | % |
| Exceeds the Standards – The student’s work demonstrates in-depth understanding of essential concepts in mathematics, including the ability to make multiple connections among central ideas. The student’s responses demonstrate the ability to synthesize information; analyze and solve difficult problems, including developing and implementing strategies, efficiently and accurately performing procedures, and recording and justifying solutions; and explain complex concepts. (scaled score 861–880) | 2005-2006 | 1 | 11 | 1 | 11 | 1714 | 11 |
| | 2006-2007 | 2 | 13 | 2 | 13 | 1952 | 13 |
| | 2007-2008 | 1 | 9 | 1 | 8 | 1657 | 11 |
| | Cum. Total* | 4 | 11 | 4 | 11 | 5323 | 11 |
| Meets the Standards – The student’s work demonstrates a general understanding of essential concepts in mathematics, including the ability to make connections among central ideas. The student’s responses demonstrate the ability to analyze and solve problems including developing and implementing strategies, to perform procedures, and to record and explain solutions and concepts. The student’s work may contain minor errors. (scaled score 841–860) | 2005-2006 | 4 | 44 | 4 | 44 | 5533 | 34 |
| | 2006-2007 | 9 | 56 | 9 | 56 | 5870 | 38 |
| | 2007-2008 | 7 | 64 | 7 | 58 | 5956 | 40 |
| | Cum. Total* | 20 | 56 | 20 | 54 | 17359 | 37 |
| Partially Meets the Standards – The student’s work demonstrates incomplete understanding of essential concepts in mathematics and inconsistent connections among central ideas. The student’s responses demonstrate some ability to analyze and solve problems, and explain concepts. Problem solving strategies may be flawed, procedures performed inaccurately, methods not recorded and/or problems not completed. (scaled score 829–840) | 2005-2006 | 3 | 33 | 3 | 33 | 4764 | 29 |
| | 2006-2007 | 2 | 13 | 2 | 13 | 3982 | 26 |
| | 2007-2008 | 1 | 9 | 2 | 17 | 3729 | 25 |
| | Cum. Total* | 6 | 17 | 7 | 19 | 12475 | 27 |
| Does Not Meet the Standards – The student’s work demonstrates limited understanding of essential concepts in mathematics and infrequent or inaccurate connections among central ideas. The student’s responses demonstrate minimal ability to solve problems and explain concepts. Problem solving strategies and procedures are often flawed or inappropriate and there may be many omissions. (scaled score 800–828) | 2005-2006 | 1 | 11 | 1 | 11 | 4251 | 26 |
| | 2006-2007 | 3 | 19 | 3 | 19 | 3534 | 23 |
| | 2007-2008 | 2 | 18 | 2 | 17 | 3579 | 24 |
| | Cum. Total* | 6 | 17 | 6 | 16 | 11364 | 24 |

| Learning Results Content Standard Clusters | Number of Points Possible | | Average Points Attained (Number and Percent) | | | | | |
|---|---------------------------------|----|--|------|-----|------|-------|------|
| | | | School | | SAU | | State | |
| | N | % | N | % | N | % | N | % |
| Cluster 1: Numbers and Operations | 16 | 29 | 9.2 | 57.5 | 8.9 | 55.6 | 8.4 | 52.5 |
| Cluster 2: Shape and Size | 14 | 25 | 5.9 | 42.1 | 5.7 | 40.7 | 5.9 | 42.1 |
| Cluster 3: Mathematical Decision Making | 8 | 14 | 5.5 | 68.8 | 5.3 | 66.3 | 4.6 | 57.5 |
| Cluster 4: Patterns | 18 | 32 | 9.4 | 52.2 | 9.3 | 51.7 | 8.9 | 49.4 |

- Cluster 1: Numbers and Operations**
 A. Numbers and Number Sense
 B. Computation
 I. Discrete Mathematics (grades 3 and 4 only)
- Cluster 2: Shape and Size**
 E. Geometry
 F. Measurement
- Cluster 3: Mathematical Decision Making**
 C. Data Analysis and Statistics
 D. Probability
- Cluster 4: Patterns**
 G. Patterns, Relations, and Functions
 H. Algebra Concepts
 K. Mathematical Communication

Each content standard in the clusters above is defined in Maine’s 1997 *Learning Results*, which are the basis for Grade Level Expectations. Each item on the MEA measures a grade level expectation, which can be found at <http://www.maine.gov/education/lsalt/gles.htm>.

MATHEMATICS RESULTS

(CONTINUED)

Test Date: March 2008
 Grade: 8
 SAU: Surry School Department
 School: Surry Elementary School

| REPORTING CATEGORIES | School | | | | | | | | | | SAU | | | | | | State | | | | | |
|-----------------------------------|--------|---|----|---|----|---|----|---|----|-------------------|--------|----|----|----|----|-------------------|--------|----|----|----|----|-------------------|
| | Tested | E | | M | | P | | D | | Mean Scaled Score | Tested | E | M | P | D | Mean Scaled Score | Tested | E | M | P | D | Mean Scaled Score |
| | N | N | % | N | % | N | % | N | % | | N | % | % | % | % | | N | % | % | % | % | |
| All Students | 11 | 1 | 9 | 7 | 64 | 1 | 9 | 2 | 18 | 844 | 12 | 8 | 58 | 17 | 17 | 843 | 14921 | 11 | 40 | 25 | 24 | 841 |
| Ethnicity | | | | | | | | | | | | | | | | | | | | | | |
| African American/Black | 0 | | | | | | | | | | 0 | | | | | | 352 | 2 | 23 | 23 | 52 | 828 |
| American Indian or Native Alaskan | 0 | | | | | | | | | | 0 | | | | | | 117 | 5 | 22 | 33 | 39 | 832 |
| Asian or Pacific Islander | 0 | | | | | | | | | | 0 | | | | | | 181 | 24 | 42 | 20 | 14 | 848 |
| Hispanic | 0 | | | | | | | | | | 0 | | | | | | 131 | 7 | 34 | 26 | 33 | 836 |
| Caucasian/White | 11 | 1 | 9 | 7 | 64 | 1 | 9 | 2 | 18 | 844 | 12 | 8 | 58 | 17 | 17 | 843 | 14140 | 11 | 41 | 25 | 23 | 841 |
| Not Reported | 0 | | | | | | | | | | 0 | | | | | | 0 | | | | | |
| Identified disability | | | | | | | | | | | | | | | | | | | | | | |
| Yes | 2 | | | | | | | | | | 3 | | | | | | 2265 | 1 | 14 | 22 | 62 | 824 |
| No | 9 | 1 | 11 | 6 | 67 | 1 | 11 | 1 | 11 | 848 | 9 | 11 | 67 | 11 | 11 | 848 | 12656 | 13 | 45 | 26 | 17 | 844 |
| Current LEP | | | | | | | | | | | | | | | | | | | | | | |
| Yes | 0 | | | | | | | | | | 0 | | | | | | 315 | 5 | 24 | 20 | 51 | 828 |
| No | 11 | 1 | 9 | 7 | 64 | 1 | 9 | 2 | 18 | 844 | 12 | 8 | 58 | 17 | 17 | 843 | 14606 | 11 | 40 | 25 | 23 | 841 |
| Economically disadvantaged | | | | | | | | | | | | | | | | | | | | | | |
| Yes | 5 | 0 | 0 | 2 | 40 | 1 | 20 | 2 | 40 | 833 | 6 | 0 | 33 | 33 | 33 | 833 | 5217 | 5 | 30 | 29 | 37 | 834 |
| No | 6 | 1 | 17 | 5 | 83 | 0 | 0 | 0 | 0 | 853 | 6 | 17 | 83 | 0 | 0 | 853 | 9704 | 15 | 45 | 23 | 17 | 845 |
| Migrant | | | | | | | | | | | | | | | | | | | | | | |
| Yes | 0 | | | | | | | | | | 0 | | | | | | 7 | 0 | 43 | 43 | 14 | 838 |
| No | 11 | 1 | 9 | 7 | 64 | 1 | 9 | 2 | 18 | 844 | 12 | 8 | 58 | 17 | 17 | 843 | 14914 | 11 | 40 | 25 | 24 | 841 |
| Gender | | | | | | | | | | | | | | | | | | | | | | |
| Female | 6 | 0 | 0 | 4 | 67 | 1 | 17 | 1 | 17 | 839 | 6 | 0 | 67 | 17 | 17 | 839 | 7199 | 11 | 40 | 26 | 23 | 841 |
| Male | 5 | 1 | 20 | 3 | 60 | 0 | 0 | 1 | 20 | 849 | 6 | 17 | 50 | 17 | 17 | 847 | 7722 | 11 | 40 | 24 | 25 | 841 |
| Not Reported | 0 | | | | | | | | | | 0 | | | | | | 0 | | | | | |
| Title 1A targeted program | | | | | | | | | | | | | | | | | | | | | | |
| Yes | 1 | | | | | | | | | | 1 | | | | | | 806 | 3 | 20 | 30 | 47 | 831 |
| No | 10 | 1 | 10 | 7 | 70 | 1 | 10 | 1 | 10 | 847 | 11 | 9 | 64 | 18 | 9 | 846 | 14115 | 12 | 41 | 25 | 23 | 842 |
| Gifted/talented program | | | | | | | | | | | | | | | | | | | | | | |
| Yes | 0 | | | | | | | | | | 0 | | | | | | 592 | 58 | 39 | 2 | 1 | 864 |
| No | 11 | 1 | 9 | 7 | 64 | 1 | 9 | 2 | 18 | 844 | 12 | 8 | 58 | 17 | 17 | 843 | 14329 | 9 | 40 | 26 | 25 | 840 |

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

SCIENCE AND TECHNOLOGY RESULTS

Test Date: March 2008
Grade: 8
SAU: Surry School Department
School: Surry Elementary School

| ACHIEVEMENT LEVEL DEFINITIONS | | STUDENTS AT EACH ACHIEVEMENT LEVEL | | | | | |
|--|------------------|------------------------------------|-----------|----------|-----------|-------------|-----------|
| | | School | | SAU | | State | |
| | | N | % | N | % | N | % |
| Exceeds the Standards – The student’s work demonstrates in-depth understanding of essential concepts in science, including the ability to make multiple connections among central ideas. The student’s responses demonstrate the ability to synthesize information, analyze and solve difficult problems using the processes of scientific inquiry, and explain complex concepts using evidence and proper terminology to support and communicate logical conclusions. (scaled score 861–880) | 2005-2006 | 0 | 0 | 0 | 0 | 1879 | 12 |
| | 2006-2007 | 5 | 31 | 5 | 31 | 2192 | 14 |
| | 2007-2008 | 0 | 0 | 0 | 0 | 2371 | 16 |
| | Cum. Total* | 5 | 14 | 5 | 14 | 6442 | 14 |
| Meets the Standards – The student’s work demonstrates a general understanding of essential concepts in science, including the ability to make connections among central ideas. The student’s responses demonstrate the ability to analyze and solve routine problems using the processes of scientific inquiry and explain central concepts with sufficient clarity and accuracy to demonstrate general understanding. (scaled score 841–860) | 2005-2006 | 6 | 67 | 6 | 67 | 8604 | 53 |
| | 2006-2007 | 8 | 50 | 8 | 50 | 7916 | 52 |
| | 2007-2008 | 8 | 73 | 8 | 67 | 7630 | 51 |
| | Cum. Total* | 22 | 61 | 22 | 59 | 24150 | 52 |
| Partially Meets the Standards – The student’s work demonstrates incomplete understanding of essential concepts in science and inconsistent connections among central ideas. The student’s responses demonstrate some ability to analyze and solve problems using scientific inquiry but the quality of responses is inconsistent. Explanation of concepts may be incomplete or unclear. (scaled score 831–840) | 2005-2006 | 3 | 33 | 3 | 33 | 3618 | 22 |
| | 2006-2007 | 2 | 13 | 2 | 13 | 3340 | 22 |
| | 2007-2008 | 2 | 18 | 3 | 25 | 3175 | 21 |
| | Cum. Total* | 7 | 19 | 8 | 22 | 10133 | 22 |
| Does Not Meet the Standards – The student’s work demonstrates limited understanding of essential concepts in science and infrequent or inaccurate connections among central ideas. The student’s responses demonstrate minimal ability to solve problems and use the skills of scientific inquiry. There are many inaccuracies and explanations are illogical, incomplete, or missing. (scaled score 800–830) | 2005-2006 | 0 | 0 | 0 | 0 | 2174 | 13 |
| | 2006-2007 | 1 | 6 | 1 | 6 | 1865 | 12 |
| | 2007-2008 | 1 | 9 | 1 | 8 | 1731 | 12 |
| | Cum. Total* | 2 | 6 | 2 | 5 | 5770 | 12 |

| Learning Results Content Standard Clusters | Number of Points Possible | | Average Points Attained (Number and Percent) | | | | | |
|---|---------------------------------|----|--|------|-----|------|-------|------|
| | | | School | | SAU | | State | |
| | N | % | N | % | N | % | N | % |
| Cluster 1: Life Sciences | 14 | 25 | 8.1 | 57.9 | 8.3 | 59.3 | 8.1 | 57.9 |
| Cluster 2: Physical Sciences | 14 | 25 | 7.6 | 54.3 | 7.3 | 52.1 | 7.3 | 52.1 |
| Cluster 3: Earth and Space Sciences | 14 | 25 | 5.9 | 42.1 | 5.7 | 40.7 | 7.7 | 55.0 |
| Cluster 4: Nature and Implications of Science | 14 | 25 | 7.8 | 55.7 | 7.8 | 55.7 | 8.5 | 60.7 |

Cluster 1: Life Sciences

- A. Classifying Life Forms
- B. Ecology
- C. Cells

Cluster 2: Physical Sciences

- E. Structure of Matter
- H. Energy
- I. Motion

Cluster 3: Earth and Space Sciences

- D. Continuity and Change
- F. The Earth
- G. The Universe

Cluster 4: Nature and Implications of Science

- J. Inquiry and Problem Solving
- K. Scientific Reasoning
- L. Communication
- M. Implications of Science & Technology

Each content standard in the clusters shown is defined in Maine’s 1997 *Learning Results*, which are the basis for science and technology Grade Span Expectations. Each item on the MEA measures a grade span expectation, which can be found at <http://www.maine.gov/education/lslt/gles.htm>.

SCIENCE AND TECHNOLOGY RESULTS

(CONTINUED)

Test Date: March 2008
 Grade: 8
 SAU: Surry School Department
 School: Surry Elementary School

| REPORTING CATEGORIES | School | | | | | | | | | | SAU | | | | | | State | | | | | |
|-----------------------------------|--------|---|---|---|----|---|----|---|----|-------------------|--------|---|----|----|----|-------------------|--------|----|----|----|----|-------------------|
| | Tested | E | | M | | P | | D | | Mean Scaled Score | Tested | E | M | P | D | Mean Scaled Score | Tested | E | M | P | D | Mean Scaled Score |
| | N | N | % | N | % | N | % | N | % | | N | % | % | % | % | | N | % | % | % | % | |
| All Students | 11 | 0 | 0 | 8 | 73 | 2 | 18 | 1 | 9 | 844 | 12 | 0 | 67 | 25 | 8 | 844 | 14907 | 16 | 51 | 21 | 12 | 847 |
| Ethnicity | | | | | | | | | | | | | | | | | | | | | | |
| African American/Black | 0 | | | | | | | | | | 0 | | | | | | 349 | 4 | 35 | 26 | 34 | 837 |
| American Indian or Native Alaskan | 0 | | | | | | | | | | 0 | | | | | | 117 | 8 | 40 | 28 | 24 | 840 |
| Asian or Pacific Islander | 0 | | | | | | | | | | 0 | | | | | | 181 | 20 | 50 | 15 | 15 | 849 |
| Hispanic | 0 | | | | | | | | | | 0 | | | | | | 131 | 5 | 50 | 22 | 23 | 842 |
| Caucasian/White | 11 | 0 | 0 | 8 | 73 | 2 | 18 | 1 | 9 | 844 | 12 | 0 | 67 | 25 | 8 | 844 | 14129 | 16 | 52 | 21 | 11 | 848 |
| Not Reported | 0 | | | | | | | | | | 0 | | | | | | 0 | | | | | |
| Identified disability | | | | | | | | | | | | | | | | | | | | | | |
| Yes | 2 | | | | | | | | | | 3 | | | | | | 2258 | 3 | 29 | 31 | 37 | 836 |
| No | 9 | 0 | 0 | 8 | 89 | 1 | 11 | 0 | 0 | 847 | 9 | 0 | 89 | 11 | 0 | 847 | 12649 | 18 | 55 | 20 | 7 | 850 |
| Current LEP | | | | | | | | | | | | | | | | | | | | | | |
| Yes | 0 | | | | | | | | | | 0 | | | | | | 315 | 4 | 29 | 25 | 42 | 834 |
| No | 11 | 0 | 0 | 8 | 73 | 2 | 18 | 1 | 9 | 844 | 12 | 0 | 67 | 25 | 8 | 844 | 14592 | 16 | 52 | 21 | 11 | 848 |
| Economically disadvantaged | | | | | | | | | | | | | | | | | | | | | | |
| Yes | 5 | 0 | 0 | 3 | 60 | 1 | 20 | 1 | 20 | 838 | 6 | 0 | 50 | 33 | 17 | 838 | 5206 | 8 | 45 | 28 | 20 | 842 |
| No | 6 | 0 | 0 | 5 | 83 | 1 | 17 | 0 | 0 | 850 | 6 | 0 | 83 | 17 | 0 | 850 | 9701 | 20 | 55 | 18 | 7 | 850 |
| Migrant | | | | | | | | | | | | | | | | | | | | | | |
| Yes | 0 | | | | | | | | | | 0 | | | | | | 7 | 29 | 57 | 14 | 0 | 852 |
| No | 11 | 0 | 0 | 8 | 73 | 2 | 18 | 1 | 9 | 844 | 12 | 0 | 67 | 25 | 8 | 844 | 14900 | 16 | 51 | 21 | 12 | 847 |
| Gender | | | | | | | | | | | | | | | | | | | | | | |
| Female | 6 | 0 | 0 | 4 | 67 | 1 | 17 | 1 | 17 | 840 | 6 | 0 | 67 | 17 | 17 | 840 | 7196 | 14 | 52 | 23 | 12 | 847 |
| Male | 5 | 0 | 0 | 4 | 80 | 1 | 20 | 0 | 0 | 850 | 6 | 0 | 67 | 33 | 0 | 848 | 7711 | 18 | 51 | 20 | 12 | 848 |
| Not Reported | 0 | | | | | | | | | | 0 | | | | | | 0 | | | | | |
| Title 1A targeted program | | | | | | | | | | | | | | | | | | | | | | |
| Yes | 1 | | | | | | | | | | 1 | | | | | | 804 | 6 | 38 | 34 | 22 | 841 |
| No | 10 | 0 | 0 | 8 | 80 | 2 | 20 | 0 | 0 | 847 | 11 | 0 | 73 | 27 | 0 | 846 | 14103 | 16 | 52 | 21 | 11 | 848 |
| Gifted/talented program | | | | | | | | | | | | | | | | | | | | | | |
| Yes | 0 | | | | | | | | | | 0 | | | | | | 592 | 63 | 35 | 1 | 0 | 865 |
| No | 11 | 0 | 0 | 8 | 73 | 2 | 18 | 1 | 9 | 844 | 12 | 0 | 67 | 25 | 8 | 844 | 14315 | 14 | 52 | 22 | 12 | 847 |

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

